

Idaho State Department of Education
21st Century Community Learning Centers

Idaho 21st CCLC Continuous Improvement Checklist

Updated Fall, 2016

Introduction

The *Continuous Improvement Checklist* is an integral part of the Idaho 21st Century Community Learning Centers (21st CCLC) program. It outlines key 21st CCLC program quality expectations and provides a structure for maintaining paperwork documenting that those expectations are being met.

The Checklist has two major intended purposes:

- **Accountability:**

The *Continuous Improvement Checklist* helps show, in a consolidated way, that applicable federal and state laws and regulations are being followed, along with state 21st CCLC program requirements. It should be readily available for state or federal site visits.

- **Guiding Quality Improvement:**

The *Continuous Improvement Checklist* can help 21st CCLC programs identify areas that may need improvement; an action plan should be developed to address areas of need.

The *Continuous Improvement Checklist* is based on the following six sections:

- I. Safety**
- II. Fiscal Management**
- III. Governance**
- IV. Program**
- V. School Linkages**
- VI. Family, Youth and Community Engagement**

Each section starts with a short explanation of the importance of collecting information for this component of the binder as well as the overall requirements. This is followed by a table with a row for each of the expected elements:

- The “Expected Element” column outlines the specific standard or expectation;
- The “Acceptable Evidence” column lists the type(s) of documentation which can be used as evidence for that particular expectation;
- The “Was Evidence Provided?” column indicates whether the SDE staff found documentation to be satisfactory; and
- The “SDE Comments” column allows the SDE to enter additional information or commentary about the evidence provided for this element.

I. Safety

Programs provide safe, healthy and developmentally appropriate learning environments for all participants. All programs are expected to have well-documented policies and procedures that cover the day-to-day operations of the program as well as any emergency or special-need situations.

Expected Element	Acceptable Evidence	Was Evidence Provided?	SDE Comments: Commendation, Met, Recommendation, Finding
1. At least two program staff per center are certified in First Aid/CPR (4204(b)(2)(A)(i).	Valid First Aid/CPR certificates	<input type="checkbox"/>	
2. There is an emergency management plan and procedures in place: a. One fire drill per year; and b. One lockdown drill per year. All staff and participants are familiar with the plan (4204(b)(2)(A)(i).	Emergency management plan Emergency Procedures Fire drill log with time begun, time ended and # participants evacuated Lockdown drill log with time begun, time ended and # participants participating Staff Professional Development agenda with emergency plan listed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. There is an emergency staffing plan to provide adequate staff coverage in case of emergencies or staff illness (4204(b)(2)(A)(i).	Emergency staffing plan	<input type="checkbox"/>	
4. Background checks are conducted for prior criminal	Hiring policies &	<input type="checkbox"/>	

Expected Element	Acceptable Evidence	Was Evidence Provided?	SDE Comments: Commendation, Met, Recommendation, Finding
<p>records, child protective service findings and other improper conduct.</p> <p>a. Fingerprinting/background checks are required for paid staff, including outside providers.</p>	<p>protocols</p> <p>Cover letters or other official document verifying screening (actual results should not be included here)</p> <p>List of all currently hired staff members (for comparison)</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>5. Up-to-date emergency information, including a signed medical release, primary and alternative contact information for each participant is on file and accessible (4204(b)(2)(A)(i).</p>	<p>Enrollment form or separate emergency contact form with spaces for phone numbers, alternative names, key medical/allergy information, and medical release signature line</p>	<p><input type="checkbox"/></p>	
<p>6. First aid kit is visible and accessible at each site to staff in the program, including off-site activities and field trips.</p> <p>Kit includes: bandages (adhesive and cloth), antibacterial ointment, medical tape, protective gloves, tweezers, ice packs, and an elastic bandage/wrap (4204(b)(2)(A)(i).</p>	<p>Map or photo showing location of first aid kit</p> <p>Policy, protocol or handbook stating that first aid kits will be brought on field trips</p> <p>First aid kit Inventory/resupply list</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>7. A system is in place to track and promote student attendance and participation rates and is updated at a minimum weekly,</p>	<p>Attendance policy and/or handbook</p> <p>Student attendance</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

Expected Element	Acceptable Evidence	Was Evidence Provided?	SDE Comments: Commendation, Met, Recommendation, Finding
preferably daily (4204(b)(2)(A)(i).	printout from Compass system		
8. There is an age-appropriate system to ensure that children: a. receive safe, adequate and sufficient transportation between the program and home; and b. are signed out by a parent or other parent-approved person (4204(b)(2)(A)(ii).	Release/transportation policy, handbook or other document that clearly states that the program neither offers transportation or adult sign out Registration or other signed form for parents to allow their child to walk home, if policy allows Sign-out sheet	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. Staff are able to communicate with one another, both on-site and off-site (e.g., via walkie-talkie or cell phone) (4204(b)(2)(A)(i).	Communication policy, protocol or handbook which addresses on- and off-site activities and field trips	<input type="checkbox"/>	
10. Staff are aware of their responsibilities under Idaho Code 16.1605 to report suspected child abuse/neglect (4204(b)(2)(A)(i).	Staff handbook Orientation agenda stating responsibilities	<input type="checkbox"/> <input type="checkbox"/>	

II. Fiscal Management

Every 21st CCLC program must have proper internal controls to ensure proper management of federal grant funds and follow applicable federal and state guidelines.

Expected Element	Acceptable Evidence	Was Evidence Provided?	SDE Comments (optional)
1. Spending occurs according to the most recently approved budget, with drawdowns occurring monthly or quarterly.	Approved budget and approved budget revisions (if applicable), as well as documentation of budget justifications provided to SDE (if applicable) Expenditure report (detailed backup documentation should be on file but does not need to be included here)	<input type="checkbox"/> <input type="checkbox"/>	
2. Expenses charged to the 21st CCLC grant are segregated from other expenses within the financial system.	Printout or screenshot from financial system	<input type="checkbox"/>	
3. No unallowable purchases have been charged to the 21 st CCLC grant (4205(a) and 2 C.F.R. §200.420).	Expenditure & Budget Justification reports.	<input type="checkbox"/>	
4. Contracts or memoranda of understanding/agreement are in place with all providers.	Provider contract, MOU or MOA	<input type="checkbox"/>	
5. A system is in place to track staff attendance (2 C.F.R. §200.28 and cross reference with U.S. Department of Education Guidance: Actions to Ease the Burden of Time	Copy of timesheet, with verification protocol	<input type="checkbox"/>	

Expected Element	Acceptable Evidence	Was Evidence Provided?	SDE Comments (optional)
<i>and Effort Reporting (Sep. 7, 2014)).</i>			
6. For employees paid partially or fully with 21st CCLC funds, there is a system to track and verify that the appropriate amount of salary and benefits is charged to the program (2 C.F.R. §200.28 and cross reference with <i>U.S. Department of Education Guidance: Actions to Ease the Burden of Time and Effort Reporting (Sep. 7, 2014)).</i>	Copy of timesheet with breakout by funding source(s), signed certification statement, and/or copy/printout from time-and-effort system	<input type="checkbox"/>	
7. For equipment over \$250 purchased with 21st CCLC funds: a. property records are maintained (including description, serial #, source, name on title, acquisition date, cost, percentage of federal funds used, location, use, condition, and disposition data including date and sale price if sold); b. inventories are conducted at least annually; and c. used solely for the 21st CCLC (or proportionately, if purchased with multiple funding sources) ((2 C.F.R. §200.313(d)).	Property records Equipment inventory list Copy or photo of tags, signs, locks, etc.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. If fees are charged to families: a. no student/family is excluded due to inability to pay; b. either a sliding scale may be used or a fixed scale with scholarships may be used. In either case, a fair and transparent process must be used to determine eligibility; c. fees are used solely for the 21 st	Registration form or policy stating that fees are not collected <u>OR</u> Sliding fee scale / scholarship application form and/or fee policy	<input type="checkbox"/>	

Expected Element	Acceptable Evidence	Was Evidence Provided?	SDE Comments (optional)
CCLC during the grant period they were collected, and are tracked separately from other funds in the accounting system.	Screenshot or printout from accounting system	<input type="checkbox"/>	
9. Preliminary plan for how the program will continue after grant funds end (4204(b)(2)(K).	Advisory Board Agenda & Minutes Partnership MOU	<input type="checkbox"/> <input type="checkbox"/>	
10. Program maintains a level of quality and works towards sustainability by providing a local match (30% in-kind/match with at least 10% of funds outside the school district) (4204)(d).	Leveraged funds chart, in-kind donation records, and/or MOU/MOA	<input type="checkbox"/>	

III. Governance

Every 21st CCLC program must establish an ongoing, viable governance structure that includes a broad range of stakeholders that reflects the community served by the grant(s). The governance body may take one of a number of different forms, such as a stand-alone board, advisory group, subcommittee of another board (e.g., the grantee organization's board), or even a standing agenda item for another board.

Expected Element	Acceptable Evidence	Was Evidence Provided?	SDE Comments (optional)
1. The 21 st CCLC governance body has: a. clearly defined roles and responsibilities relative to the grantee organization or school/district; b. clearly defined roles and responsibilities c. a clear "chain of command" (2 C.F.R. §200.61).	Governance body charter and/or key position descriptions Organizational chart and/or other document showing chain of command	<input type="checkbox"/> <input type="checkbox"/>	
2. The 21 st CCLC advisory board includes a broad range of stakeholders and partners, including school personnel, grantee staff, parents, community providers, and youth (when appropriate). The governance body should reflect the communities of all schools served by the grant(s) (4204(b)(2)(D)).	List of advisory board members and affiliations	<input type="checkbox"/>	
3. The 21 st CCLC advisory board: a. meets at least two times per year; b. addresses meaningful programmatic operations such as fiscal management, program activities, parent & student satisfaction, and objectives; c. if it falls under the umbrella of a larger governance body, has time be set aside on the agenda specifically for the 21 st CCLC (4204(b)(2)(D)).	Meeting agenda Meeting minutes	<input type="checkbox"/> <input type="checkbox"/>	

IV. Program

Every 21st CCLC program is expected to establish centers that offer a variety of high-quality programs and engaging learning opportunities. Programs should be intentional, well-designed, taught by qualified instructors, and meet the needs of all students in that community.

Expected Element	Acceptable Evidence	Was Evidence Provided ?	SDE Comments (optional)
1. Program operates at levels required by the SDE or stated in the original grant application: a. Timeframe: Minimum 100 days b. Weekly: 12 hours, 4 days c. Non-school weekdays: 4 hour minimum.	Compass Reports	<input type="checkbox"/>	
2. Program serves the number of participants projected in the original awarded grant (or documentation of amended grant): a. Total Number Served; b. Average Daily Attendance; and c. Regular Program Participants.	Compass Reports	<input type="checkbox"/>	
3. Program provides participants opportunities: a. Academic activities, including tutoring services and homework help; and 4. A broad array of additional enrichment activities (4205)(a).	Program brochure Daily lesson plans and/or schedule Activity Reports	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. High expectations and qualifications are maintained for all staff, differentiated by role, including: a. Paid and volunteer staff who have direct contact with children and youth; and b. Program site leadership.	Job descriptions Resumes or application forms Professional development plan for each staff member Professional development certificates, badges or attendance sheets	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Expected Element	Acceptable Evidence	Was Evidence Provided ?	SDE Comments (optional)
6. The program has a useful evaluation plan in place and evaluation activities are in line with its goals and objectives. These plans and activities are used to support program improvement (4205)(b)(2).	Evaluation plan Annual plan, professional development plan and/or other planning document reflecting data analysis	<input type="checkbox"/> <input type="checkbox"/>	
7. Behavior guidelines for students are in place. Ideally, they were developed with youth input (4204)(b)(2)(N).	Behavior guidelines per site/program/activity/ classroom	<input type="checkbox"/>	
8. The program serves a diverse student population that is reflective of the school, including children with specialized learning needs (4204)(b)(1)(F).	Compass Demographic Report	<input type="checkbox"/>	
9. Timely and meaningful consultation is conducted with private schools in the school's or schools' catchment area on the provision of "equitable services," as applicable (4204)(b)(2)(N).	Copies of letters to private schools, and agendas or minutes from consultation meetings, if requested	<input type="checkbox"/>	

V. School Linkages

Every 21st CCLC program must establish mechanisms to ensure strong linkages to the target school(s).

Expected Element	Acceptable Evidence	Was Evidence Provided?	SDE Comments (optional)
1. Regular communication mechanisms are maintained with the entire school community (4204)(b)(2)(B).	Newsletters, email blasts, social media posts, etc.	<input type="checkbox"/>	
2. Regular dialogue is maintained with classroom teachers and/or other school-day staff (e.g., guidance or adjustment counselors, student support services) around the academic or social/emotional needs of individual students (4204)(b)(2)(B).	Agendas/minutes/notes from meetings with individual teachers or staff; phone logs; printouts of email strands; and/or IEP meeting records with individual student names redacted	<input type="checkbox"/>	
3. 21 st CCLC staff serve on continuing school decision-making teams, such as School Improvement Teams (SIT), common planning time teams, school reform planning teams, etc. (4204)(b)(2)(B).	SIT or other team membership list	<input type="checkbox"/>	
4. 21 st CCLC program goals and content are aligned to school-day activities and to School Improvement Plans (4204)(b)(2)(B).	Content/standards alignment map, program plans with sequence of activities aligned to school content/standards, and/or survey of teachers on program design	<input type="checkbox"/>	

VI. Family, Youth and Community Engagement

Every 21st CCLC program must develop and implement mechanisms and strategies that engage youth, families, and community members in the program.

Expected Element	Acceptable Evidence	Was Evidence Provided?	SDE Comments (optional)
1. Program is recruiting and serving the target populations as identified in the approved grant application (4204(b)(2)(F))	Student Attendance records from Compass System.	<input type="checkbox"/>	
2. Program offers families of students opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development (4201)(a)(3)	Parent Involvement records from Compass System.	<input type="checkbox"/>	
3. Families are engaged in the program in a variety of ways including: a. Ongoing communication is maintained with families of participants and non-participants; b. Families are given educational opportunities in the form of classes/events c. Families and community members are given opportunities to participate and/or volunteer in the program; and d. Family input is sought and used in developing program policies, procedures and activities (4204)(b)(2)(I)	Parent/Guardian involvement policy Newsletter, email blast, and/or social media post Family event flyer or invitation Call logs, home visit logs, and/or family meeting or conference notes Volunteer invitation and/or sign-in sheet Family survey summary, focus group summary, and/or planning committee notes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Youth input is sought and used	Student survey summary	<input type="checkbox"/>	

